DOCUMENT RESUME

ED 164 749 08 CE 016 506

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TITLE Competency-Based Vocational Education Administrator Module. Organize and Work with a Local Vocational Education Advisory Council. Leadership and Training Series No. 58B-1.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
BUREAU NO 498AH50193
PUB DATE Sep 77
GRANT G007501702
NOTE 80p.; For related documents see CE 016 503-511
AVAILABLE FROM National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.50)

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Administrator Education; Administrator Guides; *Advisory Committees; Check Lists; Inservice Education; Learning Modules; Organizations (Groups); *Performance Based Teacher Education; Preservice Education; Program Coordination; *Program Planning; *Vocational Education

ABSTRACT

This learning module on organizing and working with a local advisory council is one of six competency-based modules designed for both preservice and inservice education of vocational education administrators. It provides a step-by-step approach to organizing a local advisory council, including gaining board of education approval and developing and writing a statement of purpose and charter; also discussed are planning meeting agendas and developing by-laws. Provided are four self-paced learning activities, including performance objectives, information sheets (sample forms and student self-checks with model answers provided). The fourth learning activity (to be performed in an actual setting) is designed to be assessed by a qualified resource person. A performance assessment form for this final activity is provided. Also contained in this module is a list of resources (materials, people) needed for the activities and a list of defined terms used in the module. This module is basically self-contained, but it is recommended that a qualified resource person guide, assist, and evaluate the learner's progress. (A final report of the project that developed these modules is available in two documents--CE 016 505-506. A guide on use of the modules is available as CE 016 507.) (JH)

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ED164749

Leadership and Training Series No. 58B-1

ORGANIZE AND WORK WITH A LOCAL VOCATIONAL EDUCATION ADVISORY COUNCIL

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CE 016 506

September 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

The project presented/reported herein was performed pursuant to a grant from the United States Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education, and no official endorsement by the United States Office of Education should be inferred.

Grant Number: G007501702

FOREWORD

The need for strong and competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of trained vocational administrators at both the secondary and post-secondary level. Preservice and inservice administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials for the preparation of vocational administrators. In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education, under provisions of Part C--Research of the Vocational Education Amendments of 1968, funded The Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education."

The project had two major objectives as follows:

- To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.
- To develop and field test a series of prototypic competency-based instructional packages and a user's guide.

The identification of competencies was based upon input from a select group of experienced vocational administrators participating in a DACUM (Developing A Curriculum) workshop and the results of an extensive and comprehensive literature search and review. The merger of the DACUM and literature review task statements resulted in a list of 191 task statements that described all known functions and responsibilities of secondary and post-secondary vocational administrators. These task statements were submitted by questionnaire to a select national group of 130 experienced secondary and post-secondary administrators of vocational education for verification. Ninety-two percent (92%) of these administrators responded to the verification questionnaire and indicated that 166 of the 191 statements were competencies important (median score of 3.0 or higher) to the job of vocational administrator. For additional information about the procedures used to establish the research base upon which this and other modules in the series were developed, see The Identification and National Verification of Competencies Important to Secondary and Post-secondary Administrators of Vocational Education, available from The Center for Vocational Education.

High priority competencies were identifed and six prototypic modules and a user's guide were developed, field tested, and revised. The materials are organized in modular form for use by both preservice and inservice vocational administrators. Each module includes performance objectives, information sheets, learning activities, and feedback devices to help the module user

(learner) acquire the specified competency. While the modules are basically self-contained, requiring few outside resources, they are not entirely self-instructional. A qualified resource person (instructor) is required to guide, assist, and evaluate the learner's progress.

The titles of the modules, which reflect the competencies covered are:

- Organize and Work with a Local Vocational Education Advisory Council
- Supervise Vocational Education Personnel
- Appraise the Personnel Development Needs of Teachers
- Establish a Student Placement Service and Coordinate Follow-up Studies
- Develop Local Plans for Vocational Education: Part I
- Develop Local Plans for Vocational Education: Part II

For more information on the development and field testing procedures used, see The Development of Competency-Based Instructional Materials for the Preparation of Local Administrators of Secondary and Post-Secondary Vocational Education. For more information about the nature and use of the modules, see the Guide to Using Competency-Based Vocational Education Administrator Materials. Both of these documents are available from The Center.

Several persons contributed to the development of this module on the organization and use of a local vocational education advisory council. Special recognition goes to Kristy L. Ross, Program Assistant, for her extensive review of the literature on advisory councils and committees, and for her writing and editing of the manuscript.

Thanks are also due Glen E. Fardig, Research Specialist, for his suggestions and critique of the manuscript; and to Ernest Rush, Director of Vocational-Technical Education, Little Rock, Arkansas for his review of the manuscript and suggestions for its improvement. Credit for their contributions also goes to Robert E. Norton, Project Director, for his overall guidance and final content review of the manuscript; and to James B. Hamilton, Professional Development in Vocational Education Program Director, for his guidance and administrative assistance.

Finally appreciation is also extended to Russ Gardner, Kent State University; Aaron J. Miller, Ohio State University; Don McNelly, University of Tennessee; and Charles Parker, Utah State University; who served as field site coordinators for the field testing; and to the local administrators of vocational education who used the modules and provided valuable feedback and suggestions for their improvement.

Robert E. Taylor
Executive Director
The Center for Vocational Education

INTRODUCTION

Successful programs of vocational education accurately reflect the occupational environment of the community in which they are located. Relevant and up to date vocational programs do not just happen, they are the result of careful planning and consideration of the community's employment needs and the students occupational interests. Close cooperation between school administrators and members of the community is essential. The effective use of a local vocational education advisory council is an excellent means of providing for the effective and meaningful involvement of community leaders and representatives.

A local vocational education advisory council should be viewed as a low cost but highly valuable community resource. With proper administrative guidance, a local advisory council can offer sound advice that will help pave the way for more effective vocational education programs.

Many advisory councils are living up to the expectations of those forming them. Any council can fulfill its potential if the administrator carefully plans, organizes, and works with the council.

The existence of many effective state and local advisory councils, as well as the National Advisory Council for Vocational Education, provides ample evidence of what a council can accomplish. The organization and maintenance of an effective advisory council, however, requires considerable skill and knowledge of the procedures used to form and work with advisory councils.

This module focuses on the type of advisory council that is concerned with the overall program of vocational education at the secondary or post-secondary level. A clear distinction is made between the craft or occupational advisory committee which normally works with the vocational teacher(s) of a single vocational program area, and the local vocational education advisory council (or general advisory committee) which works with and relates directly to the vocational administrator.

As a school administrator interested in forming and working with a local vocational education advisory council, your role in guiding the council may be critical to its successful operation. This module is designed to help you organize and maintain an effective local vocational education advisory council.

Module Structure and Use

This module contains an introduction and four sequential learning experiences. Overviews, which precede each learning experience, contain the objective for that experience and a brief description of what the learning experience involves.

Objectives

Terminal Objective: While working in an actual administrative situation, organize and work with a local vocational education advisory council. Your performance will be assessed by your resource person using the "Administrator Performance Assessment Form," pp. 75-78 *(Learning Experience IV)*.

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the procedures for organizing a local vocational education advisory council *(Learning Experience I)*.

2. After completing the required reading, demonstrate knowledge of the procedures to follow when working with a local vocational education advisory council *(Learning Experience II)*.

3. Given case situations of administrators organizing and working with local vocational education advisory councils, critique the performances of those administrators *(Learning Experience III)*.

Resources

A list of the outside resources which supplement those contained within the modules follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references specific to your situation, and (3) to get assistance in setting up activities with peers or observations of skilled administrators.

Learning Experience I

Optional

- *Reference:* Hamlin, Herbert M. Citizen Participation in Local Policy Making for Public Education. Urbana, IL: University of Illinois College of Education, 1960.

- *Reference:* American Vocational Association. The Advisory Committee and Vocational Education. Washington DC: American Vocational Association, 1969.

- *Reference:* Riendeau, Albert J. Advisory Committees for Occupational Education: A Guide to Organization and Operation. New York, NY: McGraw Hill Book Company, 1977.

- *A school administrator* knowledgeable about procedures followed in organizing a general vocational education advisory committee with whom you can consult.

Learning Experience II

Optional

- *Reference:* Hamlin, Herbert M. Citizen Participation in Local Policy Making for Public Education. Urbana, IL: University of Illinois College of Education, 1960.

- *A group of peers* with whom you can discuss methods of involving and supporting advisory council members.

- *A school administrator and/or the chairperson* of a local vocational education advisory council with whom you can discuss procedures to follow when working with an advisory council.

- *A meeting* of a general vocational education advisory council that you can attend.

Learning Experience III

No outside resources

Learning Experience IV

Required

- *An actual administrative situation* in which you can organize and work with a local vocational education advisory council.

- *A resource person* to assess your competency in organizing and working with a local vocational education advisory council.

Selected Terms Administrator -- refers to a member of the secondary or post-secondary administrative team. This generic term, except where specifically designated otherwise, refers to the community college president, vice-president, dean, director; or to the secondary school principal, director, superintendent.

Board -- refers to the secondary or post-secondary educational governing body. Except where otherwise specified, the term "board" is used to refer to a board of education and/or a board of trustees.

Resource Person -- refers to the professional educator who is directly responsible for guiding and helping you plan and carry out your professional development program.

School -- refers to a secondary or post-secondary educational agency. Except where otherwise specified, this generic term is used to refer synonomously to secondary schools, secondary vocational schools, area vocational schools, community colleges, post-secondary vocational and technical schools, and trade schools.

User's Guide For information which is common to all modules, such as procedures for module use, organization of modules, and definitions of terms, you should refer to the following supporting document.

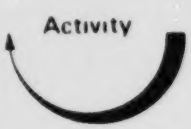
> Guide to Using Competency-Based Vocational Education Administrator Materials. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

This module addresses task statement numbers 109 and 110 from Robert E. Norton, et al., The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education. (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977). The 166 task statements in this document which were verified as important, form the research base for The Center's competency-based administrator module development.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the procedures for organizing a local vocational education advisory council.



You will be reading the information sheet, "Organizing a Local Vocational Education Advisory Council," pp. 7-29.

You may wish to read the supplementary references, Hamlin, Citizen Participation in Local Policy Making for Public Education, pp. 3-16; American Vocational Association, The Advisory Committee and Vocational Education, pp. 5-46; and/or Riendeau, Advisory Committees for Occupational Education: A Guide to Organization and Operation.

You may wish to interview a vocational administrator to determine what procedures he/she followed in organizing a local vocational education advisory council.

continued

You will be demonstrating knowledge of the procedures for organizing a local advisory council by completing the "Self-Check," p. 31.

You will be evaluating your competency by comparing your completed "Self-Check" with the "Model Answers," pp. 33-34.

For information on the rationale for, benefits and functions of, and steps in organizing a local vocational advisory council, read the following information sheet.

ORGANIZING A LOCAL VOCATIONAL EDUCATION ADVISORY COUNCIL

Why Have a Council

A sound vocational program must meet and serve the needs of the surrounding community. In order to meet these needs, the program should be developed and maintained using input from educators and members of the community which that program serves. Effective use of a local vocational advisory council which is comprised of concerned and interested community leaders can provide the school with a method of gaining this valuable community input. Such a council works with school administrators and offers advice to the school board to help improve the overall vocational program.

The two-way understanding and communication that can be provided by effective use of an advisory council is vital if the vocational program is to be relevant and supported by the community. The school must know the needs and wants of the community; the community should know what the school is doing and has the potential for doing. This communication can provide the school with the means of (1) coordinating school programs with education and training programs offered by employers, other public agencies, and schools; (2) "selling" vocational education to business and industry leaders, the school board, the community, and local and state legislators; and (3) determining what jobs are available and how students can best be trained for them.

Organizational Structure

The local vocational advisory council should be a major communications link between the school and the community. A school administrator, such as the superintendent or director of vocational education, usually acts as a liaison officer between the vocational advisory council and the board. This person serves as a representative to transmit and explain recommendations made by members of the advisory council to the board.

The vocational advisory council should also represent the interests of the various occupational or service area advisory committees. These advisory committees usually serve one particular service or occupational area and work with department supervisors or teachers. Representatives of these smaller committees should serve on the general council in order to facilitate joint

action. This system unites each of the specialty areas and allows for a general representation to the school board. See Figure 1 for a diagram of an organizational chart for a secondary vocational school which illustrates the council's relationship to the board of education and to the occupational advisory committees.

Functions

The members of a vocational advisory council help the school to determine objectives and procedures that affect the vocational program. Council members provide advice only; they have no administrative or legislative authority. The school board and members of the school administration must decide whether they wish to act upon the advice of the advisory council. Examples of some procedures which actually have been recommended by advisory councils and adapted by school boards are given in Sample 1.

Many educators and researchers have conducted studies to identify the most appropriate functions and activities of local vocational advisory councils. These functions can be grouped into three broad categories.

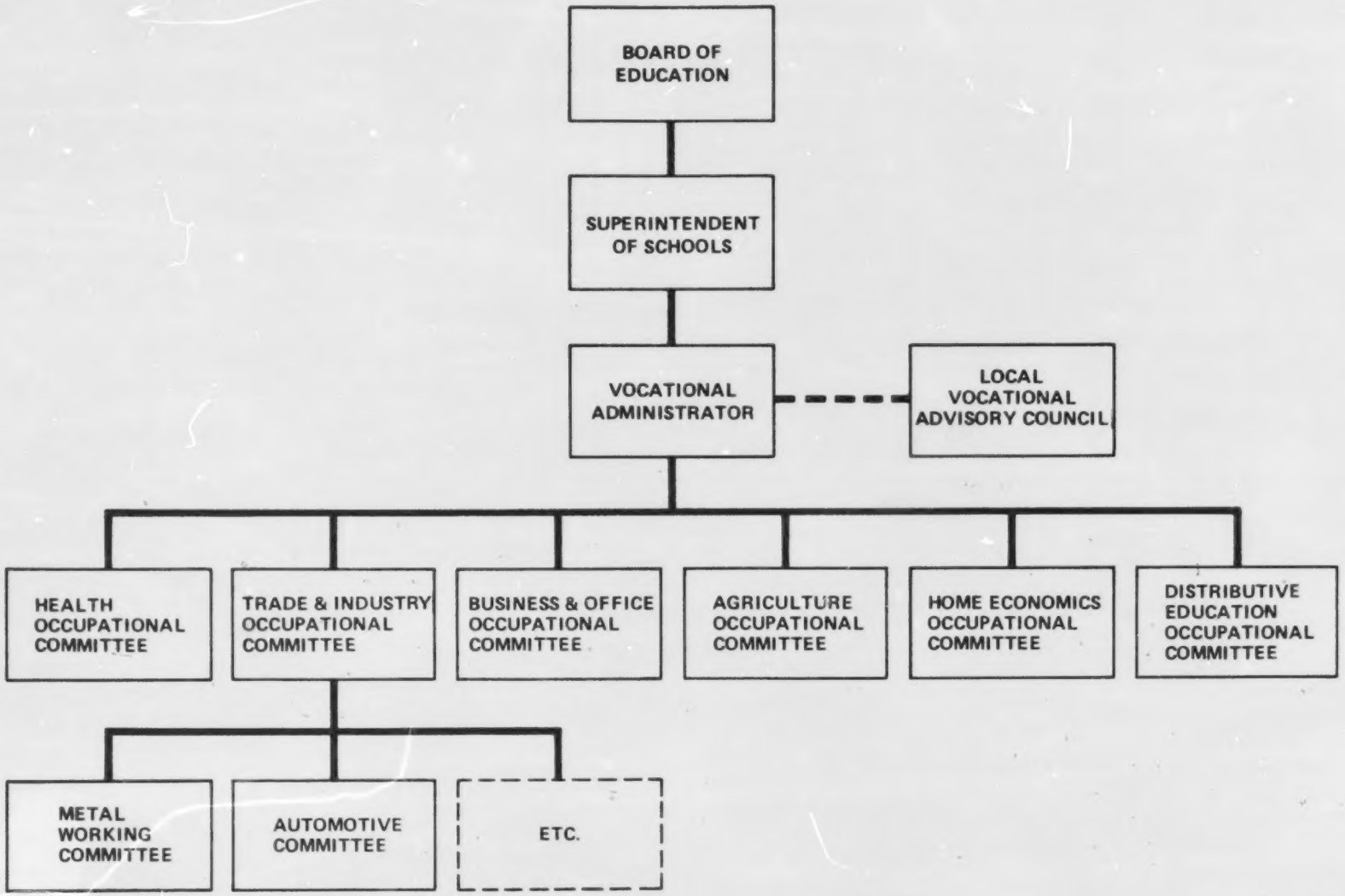
- Help develop and evaluate the vocational program.
- Help promote and publicize the vocational program.
- Coordinate and support the work of occupational advisory committees.

Some of the many specific activities in which vocational education advisory councils participate while carrying out each of these functions are described below.

Specific activities which vocational advisory councils can engage in to help develop and evaluate the total vocational program are as follows.

- Assist in determining manpower needs and employment opportunities for which vocational training should be provided.
- Help establish new vocational programs as needed.
- Assist in making cost studies for specialized programs and courses.
- Assist in the preparation and review of budget requests for classroom and lab equipment and supplies.
- Conduct surveys and help establish student proficiency standards.
- Assist in the development of programs for the disadvantaged and handicapped.

FIGURE 1
TYPICAL ORGANIZATIONAL CHART FOR SECONDARY VOCATIONAL PROGRAM



SAMPLE 1

PROCEDURES RECOMMENDED BY ADVISORY COUNCILS

AND ADOPTED BY SCHOOL BOARDS[1]

1. No one shall be permitted to work in the shop except during designated class periods, or when faculty advisors are present.

2. All students will be expected to appropriately dress for field trips, or they will be banned from these activities.

3. When going on long educational trips with students--in excess of ____ miles, the school will furnish bus transportation at no cost to the group.

4. Commercial concerns will not be permitted to exploit class time--their mission must be educational.

5. All soil, milk, seed testing, and other similar services shall not exceed the amount necessary for educational purposes, and fixed fees shall be charged to cover cost of solutions and consumable supplies.

6. No smoking shall be permitted in the classroom, laboratory, or office.

7. All class work missed by a student because of field trips or conventions must be made up within two days of the absence or the student will be barred from further participation in such activities.

8. All publicity pertaining to the department is the responsibility of the teacher, and all news releases must be approved by the administration.

[1]Adapted from Lloyd J. Phillips and others, CRU System: A Manual for Community Resources Utilization. (Urbana, IL: Illinois University, Department of Vocational and Technical Education), Appendix 2.11, p. 096.

- Assist in the development of continuing education programs for adults.
- Help plan a student placement program.
- Arrange meetings to establish cooperative relationships between the school and industry.
- Assist in equipment and supply selection and acquisition.
- Assist in the preparation and evaluation of one and five year plans.
- Help review, evaluate, and update existing occupational programs.
- Assist in the review of courses of study.
- Help evaluate school physical facilities, adequacy of equipment, and lab layout.
- Help identify community resource persons who can assist with instruction, facilities planning, etc.

Specific activities which vocational advisory councils can engage in to help promote and publicize the vocational program are as follows.

- Provide speakers at trade and civic groups, school banquets, and assembly programs.
- Provide news releases (with administrative approval) on the vocational program, outstanding students, teachers, etc.
- "Sell" vocational education to friends, clubs, and business associates.
- Advise employees and employers of school programs (i.e., posting notices on bulletin boards, placing articles in company publications, placing enclosures in pay checks).
- Participate in radio and television programs designed to educate the public about vocational education.
- Attend and participate in educational workshops and conferences relating to vocational education.
- Encourage employers to invite students, administrators, and teachers to visit their businesses and industries.
- Support vocational education legislation and bond issues.

Advisory councils should coordinate and support the work of the occupational or service area committees. Examples of activities directed towards this function include the following.

- Receive and react, when appropriate, to advisory committee recommendations pertaining to specific service or occupational areas.
- Receive the minutes of the service or occupational area advisory committees.
- Provide effective linkage and two-way communication between the occupational advisory committees and the administration and school board.
- Represent the community's total vocational program needs as contrasted with the advisory committees primary concern for single occupational areas.

Organizing an Advisory Council

The plans for the formation of a vocational advisory council are usually initiated by the vocational school administrator. As a school administrator, you should be aware of the need for, and the benefits to be derived from, an advisory council. The importance of these councils has been highlighted by recent federal acts.

The Vocational Education Amendments Act of 1968 created a National Advisory Council on Vocational Education. This Council advises the Commissioner of Education and submits written reports annually to Congress. The amendments also stipulate that each state receiving federal funds under the Act must establish a state advisory council on vocational education.

The Vocational Amendments of 1976 stress even more the importance of advisory councils. They state that each school district requesting funds for vocational education must establish a local advisory council

> ...to provide...advice on current job needs and on the relevancy of courses being offered...in meeting such needs.

The 1976 amendments further state that

> ...such local advisory councils may be established for program areas, schools, communities, or regions, whichever the recipient (the school district) determines best to meet the needs of that recipient.

As a school administrator you will probably have major responsibility for organizing the local advisory council. The effectiveness of that council is largely going to be determined by carefully planned and implemented organizational procedures. The following series of tested procedures have been identified to help you with your organizational efforts. You may, however, need to modify these procedures somewhat based upon the situation in your own school and community.

Assessing the Present Situation

Before you begin to plan for the formation of a vocational advisory council, you should arrange to speak with top school administrative personnel. It is important that you inform them of your plans and that you receive their support and approval. They will also be able to help you determine the correct procedures to follow when submitting your request to the board.

These administrators can probably inform you about whether a vocational advisory council has ever existed at your school. A search of the vocational department's files should also be made to determine whether any records or minutes of an advisory council exist. Sometimes councils that were not organized and operated properly just fade into non-existence. You must be aware of this before you continue with your plans. If there has been one at your school, you should find out how it was organized and what it accomplished. This information will help you identify possible deficiencies in the way the original council was organized, and will help you to strengthen your advisory council.

If a council was formed at your school and is currently inactive, you may take steps to revive it. You may also seek to have it dissolved and then begin to form a new council. Whatever you choose to do, be sure you follow procedures acceptable to your school administration and board. Caution: If you choose to dissolve an inactive advisory council, be certain that all members of this council are notified before you form a new council.

You are now ready to begin to organize your vocational advisory council. You will find the procedures needed to properly organize a new or previously dormant council will be basically the same.

Board Approval

The school board has the responsibility for authorizing the organization of an advisory council. You will need to work through administrative channels to present board members with a framework for your proposed advisory council before you will gain their approval. The administration and board members will want to know why a vocational advisory council needs to be established for your school, how the council will be organized, and how it will operate. In order to answer these questions, you will need

to prepare a statement of purposes for forming the council and a charter that identifies the proposed council organizational structure.

At this point, you might wish to seek administrative approval to form an ad hoc committee to help you prepare the statement of purposes and the charter. A committee of this type may be organized to accomplish a specific purpose and you may dissolve it when the two documents have been prepared. The members of this committee might include a chief school administrator, a community leader, a member of an advisory committee in another school system, a teacher, and a member of your state advisory council.

When the statement of purposes and the charter have been drafted, you should submit a written request through the administration to the school board asking for authorization to organize the vocational advisory council. This letter may be co-signed by a chief administrator and delivered to the board.

Statement of Purposes.--The statement of purposes documents the need for the vocational advisory council. It also establishes the boundaries within which the advisory council is authorized to work. It should be relatively short and simple since details will be presented in the charter.

This statement is very important and you should be certain that it is written in a professional manner. Once approved by the board, it may be considered as the formal board authorization to proceed with formation of a council.

The statement of purposes should answer the broad concerns of the board. Members of the board will want to know what action they are being asked to take, and how this action may affect the board and the school district.

The board is legally responsible for the operation of the school district and has final decision-making authority. Board members will want to be assured that this advisory council will not be encroaching upon the board's authority, while still being of benefit to the school and community. If the board is reassured on these points, they will usually authorize council establishment and pledge their support. However, most boards will wish to reserve their right to terminate the advisory council at any time.

Your statement of purposes should contain:

- name of the group authorizing the formation of the advisory council
- proposed purposes for forming the advisory council
- proposed functions of the advisory council

An example of a statement of purposes for a secondary vocational school is given in Sample 2.

Charter.--This document is considered the set of rules that governs the organization and operation of the vocational advisory council. It will guide the advisory council for many years and help ensure its continuity of operation. It will also reflect the concerns of the board and should contain most of the following items.

- name of the advisory council being formed
- general purposes for forming the advisory council
- school policy in regard to advisory councils
- relationship between advisory council and board
- authorization and appointment of a selection committee
- criteria for selection of advisory council members
- terms of office of advisory council members
- guidelines for council activities
- procedures for handling the council minutes
- provisions for maintenance and termination of the advisory council

An example of a charter for a secondary school is given in Sample 3.

SAMPLE 2

STATEMENT OF PURPOSES

(authorization)

The board of education of _____ on this ___th day of _____ 19___ authorizes the establishment of a continuing committee to be known as the "Vocational Advisory Council." The council is to be organized and operated under procedures approved by this board.

The board of education reserves the right to dissolve the vocational advisory council at any time and for any reason.

The vocational advisory council is not to be regarded as a substitute for any other form of citizen participation in school affairs. It is intended to stimulate and supplement other types of citizen participation.

The purpose of the vocational advisory council is to act as a liaison between the school and the community by providing advice and assistance to the board.

The vocational advisory council is expected to contribute to the improvement of the vocational education program provided by the school system by carrying out functions such as:

1. studying and surveying the education needs of the district
2. reviewing, developing, and proposing vocational program procedures
3. working with the administrative, instructional, and non-instructional staffs of the school to develop and maintain programs and procedures which implement policies established by the board of education
4. serving and communicating with the community in order to develop favorable public attitudes toward vocational education
5. serving as a "sounding board" of community opinion on items proposed by the board
6. initiating study and proposals on educational issues pertinent to the vocational program and the community

By authorizing the establishment of the vocational advisory council, the board of education pledges complete cooperation in the council's work. The vocational advisory council will operate within the guidelines set forth in the council charter.

(signed by:)

_____
(chairperson of the board)

_____
(superintendent)

_____
(vocational administrator)

SAMPLE 3

VOCATIONAL EDUCATION ADVISORY COUNCIL CHARTER

I. Name

The council will be called the Vocational Advisory Council of _____ School.

II. Purpose

The council is formed to:

A. Assist the board of education in developing broad educational policies for the school.

B. Work with employees of the school, with the superintendent's approval, in planning and conducting the vocational program.

C. Facilitate cooperation and communication between the vocational school system and the public, organizations, and institutions of the district.

III. Policy and Policy Development

A. Policy is officially enacted by the board of education. None of its authority is given to the advisory council.

B. Suggestions for school policy may come from the advisory council. The council may review proposals from other sources and may originate policy proposals.

IV. Tenure and Responsibility of the Council

A. The advisory council may be dissolved by a majority vote of the board of education. The board may reorganize the council if it feels that the council could function more profitably under a different organization.

B. The advisory council will deal only with problems directly related to the vocational program of the school.

C. Specific authorization by the board of education is necessary before the advisory council may promote the adoption of its proposed school policy and plans.

V. Membership

A. The vocational advisory council shall consist of ____ members. Members of the advisory council shall be reelected from the adult population normally served by the vocational education program, and ex officio members will include the school superintendent, a representative of the school administration, and a member of the board of education.

B. The members of the advisory council will be recommended to the board of education by an ad hoc selection committee. The board retains the right to disapprove individual nominations by the selection committee, but it will not appoint an individual who is not recommended by the selection committee.

VI. Selection (Nominating Committee)

A. An ad hoc selection committee shall be named by the board of education, for the purpose of recommending prospective members of the advisory council to the administration and the board.

B. The ad hoc selection committee shall consist of ____ members who are lay citizens residing in the school district, and represent the adult population served by the _____ (name of school) vocational education program. This selection committee shall also consist of one member of the district's administrative staff and one member of the vocational teaching staff.

C. The potential members recommended by the ad hoc selection committee shall possess the following personal characteristics:

1. interested in quality education

2. willingness <u>not</u> to exploit their membership on the advisory council

3. possesses certain personal characteristics essential to the success of the council such as personal integrity, responsibility, maturity of thought and action, and tolerance of varying points of view

D. The potential advisory council membership shall be representative of the school district. Factors to be considered in selecting members shall include, but not be limited by:

1. representation of different age groups

2. representation of varying levels of educational attainment

3. representation of varying civic and community organizational leadership

4. representation of different political affiliations

5. representation of persons who have participated in the vocational education program, or presently have children in the program

6. representation of a variety of attitudes toward the schools

7. representation of minority groups, and both sexes

E. No person is to be recommended or barred from membership because of affiliation with any organization or institution. Neither will a person be recommended or barred from membership solely on the basis of ethnic origin, religious affiliation, or sex.

F. The ad hoc selection committee shall submit its nominations to the board of education. The board of education reserves the right to reject or approve the nominees.

VII. Term of Membership

A. The original members of the advisory council will serve at least two years. At the end of the first year, the terms of the original members will be determined by lot. One-third of the members will serve for one additional year; one-third will serve for two additional years; and one-third will serve for three additional years.

B. When a vacancy occurs, the newly-appointed member will serve during the unexpired term of the member he/she replaces.

C. A member will serve one term, and is ineligible for reappointment until one year has elapsed following the expiration of that term.

D. All members chosen to replace members who have completed regular terms will be appointed for three year terms.

VIII. Consultants

A. A member of the school vocational administrative staff will be appointed to meet regularly with the advisory council. This person will have ex officio status.

B. A member of the board of education will be appointed to meet regularly with the advisory council. This person will have ex officio status.

C. Outside consultants will be used as needed. They will be approved by the advisory council, board of education, and administrative staff prior to consultation.

IX. Resources and Services

A. The board of education shall provide for the proper and effective functioning of the advisory council, within the limits of the board's resources.

B. Meeting facilities, secretarial services for duplication of minutes of meetings and other official communications, mailing expenses, and other related services shall be considered essential for the proper functioning of the advisory council.

C. All financial activities associated with the functioning of the advisory council shall be in accordance with the policies of the board of education and school district.

XI. Rules of Operation

A. The council will determine its meeting dates and times, select its officers and subcommittees, and formulate its program.

B. Meeting agendas will be developed by the council officers or council chairperson in conference with the school vocational administrator.

C. The board of education will react to any written recommendation submitted by the advisory council.

D. The advisory council is urged to appoint subcommittees if needed. These committees may include members of the advisory council, other lay citizens, members of the school staff, and students.

E. The advisory council or any of its subcommittees may request information or assistance from the superintendent of schools or from any member of the school faculty through the superintendent.

XII. Public Announcements

A. Advisory council members are free to discuss school policies with any citizen of the community. Members shall not report opinions expressed or stands taken by other council members in meetings, nor shall they report official actions of the advisory council or board of education until such actions are cleared by the board of education.

B. The advisory council shall observe all aspects of appropriate right-to-know laws.

XIII. Loss of Membership

Any member of the advisory council who is absent without reasonable cause from three consecutive regularly scheduled meetings will be considered to have resigned from the advisory council.

XIV. Minutes of Meetings

Each member of the board of education, members of the advisory council, and the vocational administrative and teaching staffs shall be mailed or otherwise provided a copy of the minutes of each regular meeting of the advisory council. They shall also receive an annual report of the activities and accomplishments of the advisory council at the end of each operating year.

XV. These organizational guidelines may be amended by the board of education at any time. The board of education will inform the advisory council in writing of any changes approved by the board. Notification will occur within thirty days of the board action.

Selection of Advisory Council Members

Once the board has authorized the establishment of a vocational advisory council, you are ready to select the council members. The number of advisory committee members should be based upon the size of your school and community. However, in many cases, a successful vocational advisory council has been comprised of 12 to 25 members. A smaller council may result in having so few members present at a meeting that the meeting will be ineffective. If the committee is too large, it may become unwieldy and you may find it difficult to accomplish anything.

If specified in the charter, an ad hoc selection committee should nominate individuals for positions on the advisory council. The selection committee usually is comprised of members of the community who were named by the board. These members are guided by the advice of a vocational administrator and at least one vocational teacher. As the administrator responsible for organizing the advisory council, you will probably be working with this selection committee to identify potential advisory council members.

You should help the selection committee identify and nominate advisory council members who are leaders in the community. You should nominate leaders from government, civic associations, business, industry, and organized management and labor groups such as trade associations and unions. For example, you should guide the selection committee in nominating presidents, directors, managers, or other types of decision-makers who represent such groups as the chamber of commerce, the American Federation of Labor, the citizen's education council, and your local branch of the Employment Security Division. In addition, the potential advisory council membership should include representatives from the occupational advisory committees that are serving your specific occupational program, and a recent vocational school graduate.

Each individual who is nominated by the selection committee should have an interest in vocational education. You should feel certain that each potential member supports vocational education and is sincerely interested in improving your vocational program. If he/she is approved as an advisory council member, you should feel confident that the individual will have the support of his/her company, organization, agency, or union. Potential council members should also have:

- the respect of the people they work with
- intelligence, integrity, and courage
- enthusiasm
- the ability to work well in groups

- available time to attend meetings and to keep abreast of school activities

- a cooperative, civic minded, and responsible attitude

The selection committee should submit more names than are needed to fill the advisory council positions. Some of their preferred candidates may be unable to accept a position or be unacceptable to the board. The committee will need to have the names of additional qualified individuals in order to fill all of the council positions.

Once the ad hoc selection committee has identified an adequate number of potential advisory council members, its function is completed. The yearly identification and nomination of replacement council members will usually become the responsibility of the school administration and the board. If preferred, it is also acceptable to form an ad hoc selection committee each year to nominate replacement members. Replacement members are normally needed each year if the council appointments are set up on a staggered basis so that the terms of one-third of the members expire each year.

At the end of the first year, the council members draw lots to determine length of terms--one-third serve for one additional year, one-third serve for two additional years, and one-third serve for three additional years. Thereafter, replacements for these individuals serve three year terms on a staggered basis. This system, if instituted when the council is first formed, guarantees that the council will never again be comprised of totally new members.

Notification of Appointment

Once the selection committee has identified a list of potential advisory council members, these names should be submitted through administrative channels to the school board. With board approval, you may contact the selected individuals to determine those people who would be interested in serving on the advisory council.

At this point, you should contact the potential members by phone. Briefly describe the purpose for forming the local vocational advisory council, some of the ways the council will be able to serve the school and community, and the responsibilities of members. These people will probably also want you to give them an idea of how much of their time might be involved in council meetings and activities.

When enough people have accepted to fill every position on the advisory council, cease calling. You don't want to offend someone by later having to say that their services are not needed. Submit the names of the persons who accepted to the board once

again for their information and final approval. While this is probably not necessary in every case, it is a gesture that will reassure the board that their authority is intact.

At this time, the board will usually appoint ex officio members to the council. These members will usually include yourself, a general education administrator, and a member of the board. These ex officio members provide information and assistance to the advisory council and help to keep the group running smoothly. They have no voting rights on the council.

After the board has officially appointed the members and ex officio members of the council, these members should be notified in writing of their appointment. This official letter of appointment should come from the chairperson of the board in order to officially establish their authority. However, in some cases the board will ask an administrator such as the superintendent or the director of vocational education to serve as its appointing officer.

This letter should be written in a professional manner, and convey the message that the board views this council as important to the development and maintenance of a quality vocational education program. It should be signed by a top-level administrator and/or the chairperson of the school board. Each advisory council member should be made to feel important, and should be encouraged to actively participate in all the council functions.

An example of a letter of appointment for a secondary school is given in Sample 4.

SAMPLE 4

LETTER OF APPOINTMENT[2]

Dear _____:

The board of education of _____ School District is pleased to inform you of your appointment to the school's vocational advisory council. We wish to thank you for your willingness to serve on this council.

The ultimate objective of the vocational advisory council is to maintain and improve the vocational education opportunities for all in the community who can benefit from the program. Your active attendance, participation, and interest in the council's work will be influential in helping making our community a better place in which to work and live.

We, as board members who are contributing our efforts, find there is insufficient time to accomplish all the tasks that are necessary in our dynamic and progressive school system. Thus, we ask you to share your valuable time with us to offer advice and assistance as an advisory council member to help ensure that high quality vocational education is available to our students.

Shortly, you will be notified by _____ about the time, date, and place for the first meeting of the advisory council. This meeting will help you better understand the role and function of the council, and your potential contributions to it. You will have an opportunity to meet other members of the council, board of education, and the school administrative staff. At this first meeting, identification of the areas in which the council may wish to begin work will be discussed.

Thank you again for your interest in your school's vocational program.

Sincerely yours,

(Signed by the chairperson of the board of education or an administrator)

[2]Adapted from Module A-4, Organize an Occupational Advisory Committee, from the Professional Teacher Education Module Series. (Athens, GA: The American Association for Vocational Instructional Materials, 1977).

News Release for Local Newspapers

Publicity is an important part of any vocational education program and well written news releases can help to keep your vocational program in the public's view. The appointment of the members and ex officio members to a local vocational advisory council is an ideal topic for a news release. This news release can inform the public about the purposes of the advisory council and can give recognition to the newly appointed members. One caution: The advisory council members should be notified of their appointment prior to releasing the news article; they should not first learn of their appointment through the news article.

Your news release should be formatted according to acceptable news release standards and should contain:

- the date the article was written
- the name of the newspaper receiving the release
- the date you would like to have the article run
- the name of the school contact person and where he/she can be reached for more information
- the topic of the news release

The copy should contain:

- the name of the president of the board announcing the appointment
- the name of the school making the appointment
- the names of the members and ex officio members, with their titles, or professional affiliations
- a brief description of the role of the advisory council

See Sample 5 for an example of a news release announcing the formation of a vocational advisory council.

SAMPLE 5

NEWS RELEASE

date.....

FOR: Unity News

DATE: For Immediate Release

FOR INFORMATION: Mr. Matthew Charles
Director of Vocational Education
Southwest High School
Route 1
Unity, Texas 10133

TOPIC: Formation of a Vocational Advisory Council

Ms. Heather Martin, chairperson of the Southwest School District Board of Education, announced the recent formation of a vocational advisory council. This advisory council will serve Southwest High School by advising the board of education and the school administration on issues relevant to the school's vocational education program.

In an interview yesterday, Ms. Martin stated, "The vocational advisory council can make outstanding contributions toward the improvement of our vocational education program. The Southwest Board of Education feels that the council can help develop and maintain high quality educational opportunities which will be available to all members in the community."

The members of the vocational advisory council are: (Alphabetically list names, titles, and professional affiliations, if appropriate.)

These council members will work closely with the school administration and the board of education, to help ensure that the vocational program is relevant to the needs of both the students and the community.

For further information on procedures for organizing and maintaining a general vocational advisory council, you may wish to read Hamlin, Citizen Participation in Local Policy Making for Public Education, pp. 3-16; American Vocational Association, The Advisory Committee and Vocational Education, pp. 5-46; and/or Riendeau, Advisory Committees for Occupational Education: A Guide to Organization and Operation.

You may wish to discuss the problems involved in, and the procedures for, organizing a local vocational advisory council with an experienced vocational school administrator. In this meeting you may want to ask to see copies of a charter, a statement of purposes, and examples of other materials related to the advisory council.

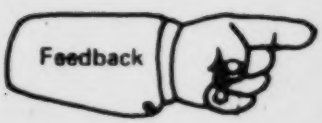
The following items check your comprehension of the material in the information sheet, "Organizing a Local Vocational Education Advisory Council," pp. 7-29. Each of the three items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. You are preparing to speak to your chief school administrator about your plan to form a local vocational advisory council. If the administrator asks you why you want to form this advisory council, how will you respond?

2. In order to help ensure the successful formation of an active local vocational advisory council, how will you go about organizing it?

3. Why is it important that the board approve all your plans for organizing an advisory council?



Compare your written responses to the "Self-Check" with the "Model Answers" given below. Your answers need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. Your response to this question should emphasize that the purpose of a local vocational advisory council is to advise the board and the school administration. It makes suggestions and recommendations and helps the school in any area deemed appropriate by the board and administration.

   You should have identified some of the many services that an advisory council can provide. If the council is organized and operated properly, it can be an indispensible source of advice for the school board. The council can obtain much information that is useful in developing or updating the vocational program. The council's suggestions for updating can include recommending better labs or equipment, including new technologies in the program, adding courses, etc. The advisory council can help to keep the vocational program more relevant to the needs of the community. It can advise the service area committees on ways that might help the school place cooperative education students or find jobs for graduating students. You are likely to find that the services of an advisory council can help you to better train students to meet entry-level job requirements.

   Besides helping to develop and maintain a well-balanced vocational program, the council can be a tremendous help in your school's public relations efforts. By asking council members to serve on the advisory council, you are reassuring the public that you care about what they think and that you want to make your vocational program relevant to their needs. If the advisory council members feel that the group is being appropriately used and is supported by the school, they will help to promote your program. Members will speak highly of your program to friends and business associates; they will support favorable vocational educational legislation and probably help to pass bond issues. The council might also help to organize public relations activities that support the school.

2. Your answer should reflect the following steps to be followed in organizing the local vocational advisory council:

   a. The present situation needs to be assessed. After gaining the approval of a top-level administrator to organize a council you will need to know the proper

chain of command to follow when submitting requests or reports to the board. You also need to thoroughly research the history of any previously existing or inactive advisory council. If a council was previously dissolved, you need to know why, in order to avoid the same mistakes. If an existing advisory council is inactive, you must either dissolve it or try to get it operating again.

b. Preparations need to be made to gain school board approval and to ensure that the advisory council will be an official extension of the board. A statement of purposes that supports the formation of the council and a charter will need to be developed.

c. Official permission to organize the local vocational advisory council needs to be obtained from the board. Both documents (statement of purposes and charter) should be sent to the board through appropriate administrative channels for approval.

d. Once the board authorizes the organization of a local vocational advisory council, members should be nominated according to the procedures outlined in the charter.

e. After the potential members have been approved by the board, they should be officially notified by letter of their appointment. This notification should shortly be followed by a letter announcing the date, time, and place of the first meeting.

3. The board is the only school body that is given policy making authority. You must have its approval before organizing an advisory council. You must also seek board approval to ensure its members that the council will be only advisory. It is important that the board understand that none of its authority is being delegated. This approval is needed in order to firmly establish the advisory council as a legitimate extension of the board. Since the council is ultimately responsible to the board and not to an administrator, you must do all that you can to ensure the effective functioning of the advisory council. The council will not be effective if it is not enthusiastically supported by the board and the school administration.

LEVEL OF PERFORMANCE: Your completed "Self-Check" should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the materials in the information sheet, "Organizing a Local Vocational Education Advisory Council," pp. 7-29, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

After completing the required reading, demonstrate knowledge of the procedures to follow when working with a local vocational education advisory council.

You will be reading the information sheet, "Working with a Vocational Education Advisory Council," pp. 37-50.

You may wish to read the supplementary reference extracted from "News from National Advisory Council on Vocational Education," pp. 51-55 of this module, and to discuss the reading with a group of peers.

You may wish to discuss the procedures to follow when working with a local vocational education advisory council with a school administrator, and/or the chairperson of an advisory council.

You may wish to read the supplementary reference, Hamlin, Citizen Participation in Local Policy Making for Public Education, pp. 16-35.

continued

You may wish to attend a meeting of a local vocational education advisory council.

You will be demonstrating knowledge of the procedures to follow when working with a local vocational education advisory council by completing the "Self-Check," pp. 57-59.

You will be evaluating your competency by comparing your completed "Self-Check" with the "Model Answers," pp. 61-64.

For information on planning and conducting the first meetings, the roles of the administrator and the council officers, and developing bylaws for a local vocational advisory council, read the following information sheet.

WORKING WITH A LOCAL VOCATIONAL EDUCATION ADVISORY COUNCIL

A newly organized vocational advisory council can help the school system in a variety of ways. Many hopes are placed on the ability of this group to offer good advice that leads the way to improvement in the school's vocational program.

With the proper leadership, these hopes can be fulfilled and the advisory council can function effectively to meet some important needs of the school. It is the vocational administrator, however, who must take steps to ensure that the newly organized council will both begin and continue to operate effectively.

The administrator plays an important role in the future of the advisory council. As an administrator responsible for organizing the council, you help to determine its fate the day you begin planning the first meeting. You must be sure that you plan carefully. You must effectively supply the leadership needed to guide the council through its initial stages of operation. The quality of this leadership will to a large extent determine whether or not the council will be able to effectively assist the school.

First Meeting

The first meeting of the local vocational advisory council is the most important. At this meeting, the members of the council will form their initial attitudes about their functions and responsibilities. They also will form an initial opinion about the commitment of the school to the purposes of the advisory council. For these reasons, the first meeting must be well planned and conducted.

As the school representative, you should organize and lead the first meeting. You should carefully plan the agenda in order to present a balanced and well prepared slate of topics. This meeting should not last more than two hours. As the temporary chairperson, you should carefully adhere to the specified starting and ending times of the meeting.

Before preparing the agenda, you need to determine the objectives of this first meeting. Usually the first meeting is designed to provide an opportunity for the members and ex officio

members to become acquainted and begin to develop working relationships. This is very important if the members are to work as a team.

The members should be introduced to the major functions of the council. They should learn about their roles as council members and begin to develop a feel for both the possibilities and limitations of the council. This is a good time to stress the advisory nature of the council, but, at the same time, to reassure the members that the school supports and recognizes the importance of the council, and wants its help.

This first meeting should present council members with a short overview of vocational education. It is often helpful to briefly review the history of the school to give members an idea of what problems and issues might need consideration by the council.

In addition to these objectives, the first meeting should establish procedures for council members to develop a set of bylaws which will further guide the operation of the council. Members should also begin thinking about selecting the advisory council officers. Before the meeting closes, a time, date, and place should be set for the next meeting. A sample agenda for a first council meeting is given in Sample 6.

After the agenda has been outlined, you should begin planning other aspects of the meeting. All speakers and a majority of the advisory council members and ex officio members should be contacted so as to determine the most convenient date for the meeting. You might find it helpful to choose two possible meeting dates and call each person to ascertain which date would be most suitable.

Be sure that the rooms in which the meeting will be held are available for the dates selected. Once the date for the first meeting has been established and you have determined the most appropriate time, make arrangements to reserve the room. These arrangements should include a notification to the custodial staff.

At least two weeks before the first local advisory council meeting send an invitation to each member, ex officio member, and speaker. This invitation should be accompanied by a copy of the agenda.

Since you are the school representative on the advisory council, you should arrive at the first meeting well before the first member or speaker arrives. Not only will this allow you to greet and introduce each new arrival, but it will give you an opportunity to be sure that the room is properly arranged.

The room arrangement should create an informal, comfortable atmosphere. A large table with comfortable chairs around it is

SAMPLE 6

AGENDA FOR FIRST MEETING OF

LOCAL VOCATIONAL EDUCATION ADVISORY COUNCIL

8:00	Call to order	administrator
	Opening remarks	administrator
	Roll call and introduction to members	administrator
	Importance of the advisory council (brief discussion of charter and statement of purposes)	representative from board
	History of vocational education	administrator
	Role of council members	administrator
9:00	Introduction to the need for bylaws	administrator
	Appointment of a committee to develop the bylaws	
	Discussion of a possible program of work for the year	
	Plan agenda for next meeting	
	election of officers	
	plan program of work	
	presentation of bylaws	
	presentation on vocational education	
	time, date, place of next meeting	
10:00	Refreshments	

appropriate for an advisory council meeting. If smoking is permitted, ash trays should be conveniently located. You should be sure that the room is well lighted and that the temperature is set at a comfortable level. In addition, on the desk in front of each chair should be:

- a copy of the meeting agenda
- a list of advisory council members and ex officio members with their addresses and telephone numbers
- a copy of the advisory council charter and statement of purposes as previously approved by the board
- a name card containing the name of a member
- a pad of paper and sharpened pencil

You should also check to see that the refreshments you previously ordered will be available at the conclusion of the meeting. An important part of the first meeting may be the informal discussions which occur during the refreshment period after the formal meeting is adjourned. Thus, it is important that the meeting start and stop on time so that the council members can enjoy this time and become better acquainted.

You will be the temporary chairperson for the first meeting. The council members need this time to develop relationships with one another before permanent officers are elected. Also a temporary secretary needs to be appointed before the first meeting. This person will usually serve for the first two meetings.

Second Meeting

You must prepare for this second meeting in much the same way as you did for the first meeting. You will still function as chairperson for this meeting, however, you can begin to transfer leadership to the council members. This is the meeting where the council starts to become operational.

Before the second meeting you should have met with the ad hoc committee which was appointed to develop a set of bylaws for the advisory council operation. The bylaws developed should be a specific set of rules describing the responsibilities of members, and the organizational and operational procedures for the advisory council. These rules are needed to guide the effective and efficient operation of the council. The bylaws will help the council avoid taking inappropriate actions which could reduce or destroy their ability to assist the school.

A copy of these proposed rules should be included when the notice of the meeting and the agenda are mailed to members. This

will allow the council members to become familiar with the rules before they are presented for adoption at the second meeting. An example of a set of bylaws is presented in Sample 7.

The objectives for the second meeting need to be reflected in the proposed agenda. The following items are usually appropriate:

1. Review the accomplishments of the first meeting.

2. Adopt a set of bylaws which will be forwarded to the board for approval.

3. Elect officers. (You might prefer to appoint an ad hoc committee to prepare a list of candidates. Officers could then be elected at the third meeting.)

4. Appoint an ad hoc committee to begin developing the first annual program of work with the aid of a vocational administrator. See Sample 8 for an example of an annual program of work.

5. Identify one area of concern which the committee members will accept as their initial task (e.g., assist in evaluating the adult continuing education program, assist in developing a public relations program for the school.

6.* Provide for a short presentation on vocational education.

7. Set a time, place, and date for the next meeting.

8. Provide refreshments in order to give members an opportunity to become better acquainted.

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*Each meeting should consist of a short presentation and discussion to better acquaint advisory council members with your school and with vocational education. These learning experiences might include short discussions of each occupational department, tours of the school, a review of the district's policies for vocational education, or visual presentations on vocational education.

SAMPLE 7

BYLAWS

LOCAL VOCATIONAL EDUCATION ADVISORY COUNCIL

I. Officers

The officers will consist of a chairperson, vice-chairperson, and a recording secretary. These officers will be elected annually at the first regular meeting of the council, and will serve for a one year term. Officers may be reelected. Together, these officers will form the Executive Committee.

II. Subcommittees

A. Subcommittees may be established and discharged by a majority vote of the advisory council members.

B. Subcommittees may be continuous or ad hoc in nature depending upon needs.

C. President of the advisory council can charge a subcommittee to elect its own officers.

D. Purpose of the committee will be specified by the advisory council.

E. Subcommittees may be of any appropriate size. Membership may consist of students, lay citizens, school employees, and members of the advisory council.

F. At council request, a consultant from the school system may be appointed by the school administration to meet regularly with a subcommittee. Special consultants may also help the subcommittee, with advisory council approval.

G. Subcommittees will report regularly to the advisory council.

III. A. The advisory council will plan and operate under an annual program of work. Topics, goals, and activities will be included in the plan.

B. The program for each coming year will be discussed during the _____ (month) meeting each year.

C. The Executive Committee will consider program proposals of members and then formulate a plan to be presented at the _____ (month) meeting for action.

IV. Meetings

A. The annual program of work will indicate the regular meetings to be held each year.

B. At least ____* meetings will be held each year.

C. Special meetings may be called, or regular meetings cancelled by action of the Executive Committee.

D. The Executive Committee (and/or chairperson) in consultation with the vocational administration will be responsible for planning the agenda of individual meetings.

E. Each meeting will begin at the announced time and will continue for no more than two hours.

F. Discussion leading toward consensus of the members will be the prevailing procedure used at meetings. Parliamentary procedure will be used only when a decision of the advisory council is to be recorded or transmitted.

G. A quorum will consist of a majority of the officially appointed members of the advisory council.

H. Meeting minutes will be kept of all meetings and copies will be distributed to each council member, the school board chairperson, and top-level school administrators.

V. Responsibilities of Members

A. Each member is expected to attend meetings regularly, participate in the advisory council discussions, and serve on subcommittees when requested.

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*A consensus of many educators indicates that the most effective local vocational advisory councils meet at least four times during the school year.

B. Each member is expected to carefully study any problems which come before the advisory council before reaching a final decision.

C. Each member is expected to reach a personal decision, after considering the views of other citizens and/or organizations.

D. Each member is expected to respect the rights of fellow council members by not reporting or discussing opinions of individual members. The opinions and conclusions of the advisory council as a whole may be discussed, within the policies approved by the board.

VI. Loss of Membership

Justification for loss of membership, and procedures for reinstatement will be approved by the board.

VII. Use of Consultants

The advisory council may utilize consultants from within and outside the school system, to obtain additional knowledge and assistance as needed.

VIII. Amendments

These rules of operation may be amended by a two-thirds vote of the appointed members of the advisory council and subsequent approval by the board.

SAMPLE 8

EXAMPLE OF FIRST YEAR PROGRAM OF WORK

September	Develop bylaws for council operation. Elect officers. Identify the existing goals of the vocational program.
November	Form subcommittee to review manpower needs and occupational opportunities in the community. (Findings and recommendations to be discussed in January meeting and then submitted to the board.)
January	Form subcommittee to review school-community public relations program. (Findings and recommendations to be discussed in March meeting and then submitted to the board.)
March	Review the district's one and five year plans for vocational education.
May	Evaluate the school's vocational education program for the year in relation to the goals.
Summer	Hold a joint meeting with the board. Prepare and submit to the board an annual report of activities and accomplishments. State recommendations and/or suggestions for improvement of both the vocational program and the council.

The Functioning Advisory Council

By the end of the third vocational advisory council meeting, the members should be assuming responsibility for the operation of the council. If the annual program of work was approved at the third meeting, subcommittees should be appointed to study the first work topics identified. Any consultants that might be needed should be contacted to help the advisory council in special problem areas. By now members should be comfortable in their roles and ready to contribute to the purposes of the council.

As the school representative, you should have relinquished leadership authority to the elected officers. These individuals should be prepared to plan and conduct the meetings. You should

.have established yourself as the school representative who is guiding council functions and seeking its advice, when appropriate. Each person should have a clearly defined role at this time and should be assuming responsibility for that role.

Role of the Administrator

The effective functioning of an advisory council usually can be attributed to the excellent support and guidance given by the school representative. If this person decides to form a council, he/she must devote time and attention to it. Otherwise, there is a strong possibility that the advisory council soon will be inactive.

As the representative and the link between the council and the school, you set the tone for the extent and quality of council activity. The council's advice should be sought often, and all suggestions should be followed up by the school administration and/or the board with feedback provided to the council on any action taken. If the suggestions are relevant and workable, you should see that appropriate board action is taken as soon as possible. It is vitally important that you initiate this follow-up on council recommendations. If the advisory council feels that its efforts are not being supported by the school, the members will probably lose interest and concern.

The advisory council members must be able to identify with the school and its problems if they are to be receptive to the school's needs. You should involve members in school activities such as vocational faculty meetings, graduation exercises, or special assemblies. You might invite council members to attend these activities as a guest, or you could ask them to present awards, or make other presentations.

Advisory council members should be presented with opportunities to learn more about the students. You should invite members to have lunch in the school cafeteria, observe a class, give a demonstration in a laboratory, or tour the school facilities in general.

Any of these activities will help to familiarize council members with the school and will help to make them feel appreciated. But appreciation needs to be expressed in other ways, too. These council members can make many significant contributions to the school, and you should make certain that they are appropriately thanked for their services. The names of the vocational advisory council members should be printed in the school directory. They should be recognized in special school programs and news releases should be written about new and retiring members or outstanding contributions and achievements made by them. You might also wish to honor these members by giving them certificates of appreciation or placing nameplates on equipment that they donated to the school.

There are many ways that you can support the advisory council and help to ensure that it is an active body. The following list of "Do's and Do Not's" is provided to help you in your role.

Do's

1. Do advise the council on the status of their suggestions.
2. Do advise the council on school regulations that might affect them.
3. Do help the chairperson plan the agenda for each meeting.
4. Do have a good knowledge of all problems presented to the council and be able to discuss them intelligently.
5. Do seek out and listen to the advice and opinions of council members.
6. Do take time to listen to a council member if he/she stops by your office.
7. Do provide the council members with all the necessary background information before they discuss a school problem.

Do Not's

1. Do not underestimate the intelligence of council members or their interest in educational matters.
2. Do not allow the council to become administrative in function.
3. Do not initiate programs without consulting the advisory council.
4. Do not take any action that is within the realm of the advisory council without first consulting council members.
5. Do not make the objectives of the council too broad, or allow the council to stray too far from original objectives.
6. Do not ignore the council's recommendations.
7. Do not make promises to the council that are out of line with your authority or with school policy.
8. Do not solicit council advice or allow council members to offer advice on any matters that are strictly within the realm of authority of the school administration (e.g., teacher evaluation).

Role of the Chairperson

It is usually recommended that a layperson serve as the advisory council chairperson. This helps the representatives from the community to feel more responsible for the success of the council. It also firmly establishes the group as an advisory council representing the interests of the community.

The chairperson must be sensitive to the views of others and must possess good judgment, fairness, and reasonableness. This person has a responsibility to see that the meeting starts and finishes on time. He/she should see that the meeting is conducted in a business-like manner and contributes to the objectives of the council. These meetings should follow prepared agendas (see Sample 9), and should be conducted using informal parliamentary procedures.

When conducting the meeting, the chairperson should introduce each new topic of discussion and see that all pertinent information is presented, reviewed, and understood. The chairperson should make sure that each member has an opportunity to express his/her opinion on topics and that these opinions are accepted as valuable contributions.

He/she should direct discussion to relevant issues and close discussion by summarizing and getting group consensus. This group opinion should be repeated before it is officially included in the minutes.

Role of the Secretary

As the school representative, you will probably serve as advisory council secretary. This is advisable because of the amount of work involved. It is also preferred because you have easy access to school supplies, duplicating equipment, and clerical assistance.

As the vocational advisory council secretary, you have the following major duties.

- Plan the agenda with the chairperson.
- Provide all council members with a copy of the agenda at least two weeks before the meeting.
- Notify members of date, time, and place of meeting.
- Make and verify meeting room reservations.
- Prepare any special reports for the council or subcommittees.
- Invite top-level administrators, other staff members, consultants, or guests to attend meetings, when appropriate.

SAMPLE 9

AGENDA FOR A REGULAR MEETING

7:30 p.m.	Meeting called to order
	Roll call
	Minutes of last meeting
	Report by the subcommittee on evaluation of school-community public relations
	Report by school public relations officer
8:30 p.m.	Discussion of reports and recommendations
	View film on vocational education
	Discussion of film
	Subcommittee reports
	Unfinished business
9:30 p.m.	Adjournment
	Refreshments

- Make arrangements for any special equipment that may be needed (e.g., record players, projectors, screens).
- Call members to remind them of the meeting.
- Prepare a report of action taken on recommendations made at previous meeting.
- Record, maintain, and distribute minutes of meetings to each member of the council, the chairperson of the board, and the administration.

A large part of your job as advisory council secretary will be to prepare accurately the minutes of all meetings. The minutes should be a summary report or record of the meeting--not a verbatim report of all discussion. Important comments (such as suggestions or definite commitments) might be recorded and the speaker clearly identified in the minutes. Any recommendations

made by the council should be summarized in the report and approved by the members. The minutes of the meeting should include:

- names of members present
- names of school personnel and guests attending
- date and place of meeting
- time the meeting was called to order
- summary of all reports
- summary of discussions and agreements reached
- date and place of the next meeting
- time the meeting was adjourned

Each person involved in a vocational advisory council has a responsibility to see that he/she does everything possible to make the council function effectively. Members will usually accept this responsibility if they feel that they are appreciated and their advice is needed and being used. The officers of the council, and the administrator in particular, have a responsibility to help these council members and to see that the council is supported by the school.

You may wish to read the following letter for information on the role of the administrator and the advisory committee or council members, and to learn some methods of involving and supporting the members of the committee or council. You may then wish to meet with a group of peers who are also taking this module to discuss the reading and other methods for involving and supporting advisory council members.

EXTRACTED FROM "NEWS FROM NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION"[3]

July, 1974
Author: Samuel M. Burt

Mr. Educator:

I am pleased you have asked me to serve as an industry member of an advisory committee to our school system. I shall be delighted to accept your invitation--if you can assure me that I will be involved in an activity which is going to make some worthwhile and important contribution to the education of our youth. I want to be proud enough of this committee's work so that I may brag a little to my family, friends and associates that I was selected to participate--as you, yourself, stated--"because of my reputation as an outstanding member" of the field in which I am earning my living, "as well as for my interest in and understanding of the field of education."

To support my feelings about the importance of my service, I would like to have a letter appointing me on the committee signed by the highest possible school official. The letter should include some biographical information on the chairman and other members in the way of advice, assistance, cooperation, money and time. Please note that if you tell me the committee will meet only two or three times a year, I will know that we really aren't going to do anything worthwhile!

On the other hand, if you seriously want help from the committee to improve our educational system, I need to be sure that I will be provided, initially and on a continuing basis, with information concerning educational developments within the school system, as well as at the state and national levels; be invited

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[3]Leslie H. Cochran, L. Allen Phelps, and Joseph F. Skupin, Vocational Education Advisory Committees. (Lansing, MI: State of Michigan Department of Education, 1974) pp. B-175-B-178.

occasionally to attend local, state and national conventions of educators (you will be surprised by how many I will attend at my own or my company's expense); and that I will occasionally receive a special invitation to attend a school function, a board of education meeting, or a state board meeting. I would also like to be kept informed of special studies affecting the educational program of my school system, and if possible, receive copies.

In effect, what I am saying is that if you want me to advise you, I will feel much more comfortable if I know something about you and your environment. And while I am learning, hopefully I am becoming identified with you, the school, and the problems of the educational system. If you can get me to this point you can be assured of my active participation in the school program and on the committee. And beyond offering advice, I will actually cooperate with you to help you achieve your program goals.

How? In every way possible! I would be glad to help raise money for a scholarship fund; to help obtain needed school equipment on loan, as a gift, at special discount; to contribute expendable supplies, instructional and guidance materials; to provide work/study experiences; to employ graduates, to help counsel students; to assist teachers in enriching and expanding their instructional activities; and other services you may request. You name it! What I am really asking is that you, the professional educator, provide me, the interested layman, with counsel and leadership for my committee responsibilies.

I know there will be times when you will ask the committee for something you consider important that for some good reason we will not be able to provide. But we won't just be negative when this happens. We will tell you our problem and try to work things out with you. In the process, we will both learn more about industry and education, and together prove that industry-education cooperation can be a viable way of life for citizens and school people.

Sometimes I might want to do too much and try to get involved in administration. If I do, just point out that the best way I can help you is to give you advice and cooperation and leave the details of day-to-day school operations to you. In reality, I don't even have time to handle all my OWN day-to-day administrative problems, much less yours! But remember--as businessmen, we committee members are problem oriented and if you tell us about your problems we can help you with them, even if it takes time from our personal or business affairs. After all, we expected to spend time with you when we accepted service on the committee.

I would like to be welcomed in the school as a friend and supporter--not seen as a meddlesome interloper. Naturally there are certain school regulations which I should observe when visiting and you should make them clear to me. But if I occasionally

drop in for a visit, give me a few minutes of your time. Your courtesy will be well repaid. I wouldn't come if I weren't interested!

I would like to know what other schools and school systems are doing about the problems you present to my committee. I want to feel there is some linkage between our school system and others in the area. I would like to know what the private schools are doing and what MDTA* educational and training programs are available in the community. I want to understand the relationships which exist between these programs, the State Employment Service, "war-on-poverty" programs, correctional institution training programs and any others that will be providing manpower for industry. I want to know the whole picture, and even get a chance to visit these other educational programs. Perhaps our advisory committees ought to meet together once or twice a year. I want to know about these other programs so that I will not have the nagging feeling that I am being "used" to support one program in opposition to another. I want to feel that I am helping to improve "MY" school's contribution to the total community effort--as a taxpayer, as an employer and as an interested citizen concerned with and involved in improving educational and manpower development programs in my community.

I would like to meet, more than on a token once-a-year basis, with the students in the school or program my committee was organized to serve. I want the students to know my committee exists. In the final analysis, our efforts are supposed to be directed at improving the education and training of students. I want them to tell me to what extent we are succeeding. As a matter of fact, I would like to have each graduating class elect one of its members to serve as an ex-officio member on our committee to tell us, in the first year after graduating, how relevant school really is in terms of real jobs.

I would like some expression of appreciation for my volunteered services and contributions. If this committee is as important as you tell me it is, give it and its members some concrete form of recognition. For example, if I donate a piece of equipment, put my nameplate on it. Send me a framed certificate of appreciation for my services. Hold a special annual event to recognize the services of all advisory committee members. Include our names in the school catelog and annual reports. We all like to see our names in print! Besides, when prospective students, their parents and others see that your programs, as described in the catalog, are receiving advice and assistance from industry people, the programs will gain in stature and prestige. In addition, my company and the industry I represent will be more than ever committed to support you.

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*Now referred to as CETA.

When you ask me to attend a committee meeting, I want to know beforehand what will be on the agenda. I will want a brief background statement of the problems to be discussed and several possible approaches to the solution of each. Give me at least two week's notice of the meeting date. Make it at a convenient time and preferably at a school. And don't hesitate to remind me about it by letter or phone call.

I want the meeting to be conducted informally and not to get tied up in parliamentary rules of order. I will want the meeting to be held within reasonable time limits. Don't let it drag on and on. I am used to crisp, businesslike procedures. I will want something to happen as a result of the meeting. I will want to know, as soon after the meeting is over as possible, what did and will happen as a result of our advice and services. I don't want to be asked to attend a meeting to approve something after it has already happened. If I find out I am being used that way, don't be surprised when I become your critic instead of your advisor!

I know I am asking a great deal of you. But I am willing to give a great deal in return. And the more you get from the committee, the better your program will be. The same is true for us, of course. All the committee members, as well as the industries we represent, will be benefitted by having a continuing source of qualified manpower available and by getting a good return from our educational tax dollars. All kinds of benefits will emerge if the committee is effectively used.

In the final analysis, this is exactly what I want--effective utilization of my expertise, my knowledge and my interest in serving one of the most important components of my community--my schools and their students.

If you are prepared to tell me how, when and where, I will do my best to help you and will appreciate the chance to serve--particularly if you get me involved in an activity in which I have some special interest. This means, of course, you and I will have to discuss what my special interests are vis-a-vis education and young people.

If you think I speak for myself alone, you are very much mistaken. Most industry representatives who agree to serve on school advisory committees feel as I do. However, too often and in too many situations, their expectations have not materialized.

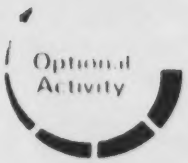
Why? Because in our experience, we have found that too few educators and school administrators understand what motivates industry people to accept service on a school advisory committee. Or, if they do understand, they have not been able to provide the leadership, time and effort to effectively utilize the committees. If you cannot provide the staff time needed to allow for the full range of interests and desires of your committee to serve the

school program, you will be better advised not to establish the committee in the first place. A poorly used committee is worse than no committee at all--you would find that you had created your own Frankenstein. Disgruntled members of poorly used committees frequently become the most active critics of school officials and public education.

Well, that seems to cover everything I had to say. It's up to you now to decide whether you want me to serve on your committee. I look forward to hearing from you.

Sincerely,

_____
Signature



You may wish to discuss the problems involved in, and the procedures for, maintaining a local vocational advisory council with an experienced school administrator, or with an advisory council chairperson. In this discussion you could ask to see copies of agendas and annual programs of work, and discuss the areas of concern past councils have identified.

For information on advisory council activities, you may wish to read Hamlin, Citizen Participation in Local Policy Making for Public Education, pp. 16-35.

You may wish to attend a regular meeting of a vocational advisory council to observe the procedures followed and the administrators role in the meeting.

The following four situations are designed to check your comprehension of the material in the information sheet, "Working with a Vocational Education Advisory Council," pp. 37-50. Each of the situations requires a short essay-type response. Please respond fully, but briefly.

SELF-CHECK[4]

Situation No. 1

This has been an excellent day for you. You received many compliments on the speech you delivered a few minutes ago to the regional meeting of local administrators. Two recently hired directors told you that the information you presented in your speech on organizing a local advisory council has inspired them to form councils at their schools. You are confident that the ideas you presented will work for them because the ideas helped you to organize a council at your school. You found out earlier today that the board of education authorized your advisory council and approved its charter.

As you are preparing to go home, the vocational education director of a neighboring high school, Gregory Holt, stops to talk to you. "That was a good speech. Two bad you didn't tell those new administrators about maintaining a vocational advisory council. They wouldn't be so optimistic if they knew how much work that involves."

Mr. Holt continues by telling you that an administrator never has enough time to keep an advisory council going. How can an administrator ever find enough time to plan the agendas for each meeting, conduct the meetings, and find things to do that will keep the council busy. This "friend" concludes his monologue by predicting that you will be lucky if you can find time to hold more than one advisory council meeting during the year.

Of course, you do not attempt to change the opinions of your colleague at this point in time. However, you are thinking about what you might say if you gave another speech on working with an

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[4]Adapted from Module A-5, Maintain an Occupational Advisory Committee, from the Professional Teacher Education Module Series. (Athens, GA: The American Association for Vocational Instructional Materials, 1977).

advisory council at the next regional meeting. If you gained permission to deliver this speech, what would you say regarding:

1. the leadership role of the administrator in working with a local vocational advisory council?

2. procedures to follow in order to help the new advisory council become relatively self-sufficient, thus lightening the administrator's role?

Situation No. 2

The day has finally arrived. Tonight the first meeting of your new vocational advisory council will be held. Outline the agenda you have prepared for their first meeting.

Situation No. 3

Your first meeting was a success, and the members of the advisory council have decided to meet again in one month. Outline an agenda for this second meeting.

Situation No. 4

Officers have been elected and the advisory council has been in operation successfully for three months. You are no longer in a leadership role, but you do have responsibilities to the council members. What are these responsibilities?

Compare your written responses on the "Self-Check" with the "Model Answers" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS[5]

Situation No. 1

1. The administrator will have many responsibilities during the initial phases of the establishment of a local vocational advisory council. The success or failure of the council will mainly be due to how well this person accepts and carries out these responsibilities. But, once the advisory council becomes operational, the administrator's level of involvement will be reduced.

   The administrator will need to assume the major leadership role for a newly appointed advisory council. The council members will need some time before they will feel comfortable in their roles. The administrator will gradually transfer the major leadership responsibilities to council members, as the council matures. This leadership transfer process will allow the administrator to slowly shift into the role of helper, consultant, advisor, and communications link between the council and the school.

2. You would probably say that the planning for the first two meetings and possibly the third is the responsibility of the administrator. This person will organize and chair these meetings. But the meetings will be conducted to set the stage for a gradual shifting of major responsibility for council operation to the council members. The careful organizing done by the administrator for these meetings will allow him/her to help council members slowly assume leadership responsibilities.

   The first step in shifting responsibility occurs during the first meeting. At this time, the administrator will appoint an ad hoc committee to develop a set of rules (bylaws) for the operation of the advisory council. Once the rules of operation have been adopted, the council will be able to elect officers and will have guidelines to ensure continuing council operation.

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[5]Adapted from Module A-5, Maintain an Occupational Advisory Committee, from the Professional Teacher Education Module Series. (Athens, GA: The American Association for Vocational Instructional Materials, 1977).

During the second meeting, these rules will be submitted to the council for approval by the members. An ad hoc committee will be appointed to begin developing an annual program of work. The administrator will either ask the council members for nominations for officers or will appoint an ad hoc committee to prepare a slate of candidates to be voted upon by the members at the next meeting.

If an ad hoc committee was appointed to elect officers, the administrator will chair the third meeting. But this will be his/her last meeting as chairperson because the council members will vote on the nominations submitted by the ad hoc committee. Additionally, the annual program of work will be adopted and plans will be made to begin work on the first topic. Now there are elected officers who will assume the responsibility for the leadership of the council. And, the council has bylaws to follow and a program of work which will serve to guide the council officers as they plan future advisory council meetings.

Situation No. 2

Agenda for the First Meeting

1. Introductions

   (It is very important that all members be formally introduced. As chairperson, the administrator should assume this responsibility. During the introduction, the administrator should identify each member's position in the community and briefly state what qualifies him/her for membership on the council.)

2. Remarks from the president of the school board and the chief administrator of the school

   (These people can thank the members for accepting positions on the advisory council and can tell them how they may help the school. They can clarify the reporting structure to the board and can briefly explain the charter and the statement of purposes.)

3. Explanation of the advisory council concept

   (The vocational administrator can briefly describe the role of a local vocational advisory council and give examples of what other such councils have done.)

4. Steps to be taken in establishing an operating structure

   (The vocational administrator can explain the need for a set of rules of operation and appoint an ad hoc committee to develop a set of bylaws to be adopted at the next meeting. Sample rules can be distributed.)

5. Planning the next meeting

   (The administrator should be sure the council members set a date, time, and place for the next meeting. The administrator can remind members that the bylaws will be on the agenda and that they will need to begin developing an annual program of work.)

6. Adjournment and refreshments

Situation No. 3

Agenda for the Second Meeting

1. Call to order

   (The vocational administrator is still the acting chairperson.)

2. Roll call

   (By the temporary secretary.)

3. Reading of the minutes of the first meeting

   (By the temporary secretary.)

4. Report of the ad hoc committee for developing proposed bylaws

   (The vocational administrator should initiate an active discussion of the proposed bylaws to ensure that all members understand them. A formal vote should be taken to accept the proposed rules, or the rules as revised by the entire council during the discussion period.)

5. Planning for the development of a program of work

   (The vocational administrator should lead a discussion to identify possible goals of the council for the first year. An ad hoc committee should be appointed to develop a program of work.)

6. Council officers

   (The vocational administrator may seek the election of officers by using either one or two methods. An ad hoc committee may be appointed to prepare a slate of candidates for the positions; the officers will then be elected at the next meeting. The administrator may choose to ask council members for nominations and hold elections during this meeting.)

7. Identification of an area of concern to study

   (The vocational administrator should be prepared to suggest a topic for the council to begin examining. He/she should

have all the background information on this topic ready to present to the council.)

8. Short presentation for council members

   (It is very important, especially during the first year of operation, for council members to become familiar with the school and with vocational education. The administrator should set aside a few minutes to inform council members in these subjects so they will be better able to serve as advisors to the school and the board.

9. Plans for the next meeting

   (The administrator should be sure that the members of the council set a date, time, and place for the next meeting. The administrator may wish to remind members of the items on the next meeting agenda (e.g., approve the annual program of work, continuation of the study of the problem which the council chose as their first work topic.)

10. Adjournment and refreshments

    (The administrator should make arrangements to meet with the ad hoc committee(s).)

Situation No. 4

While you are no longer in a leadership role, as the school respresentative to the advisory council, you still have major responsibilities to the local vocational advisory council. These responsibilities extend beyond your role as facilitator. You must make sure that appropriate action is taken on every recommendation made by the council. You must inform the council of the status of its recommendations and fully explain the board's position if a suggestion is not approved. You should seek advise from the council whenever it is appropriate, and provide all the background information needed to study a problem. You should involve members in school activities and provide opportunities for members to learn more about vocational education. You should also find suitable ways to thank council members for their services. These actions, supported by your genuine interest and concern for the members of the advisory council, will help to make the members feel appreciated and needed. And if they feel important, they will want to do all that they can to serve the school.

LEVEL OF PERFORMANCE: Your completed "Self-Check" should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Working with a Local Vocational Education Advisory Council," pp. 37-50, or check with your resource person if necessary.

Learning Experience III

OVERVIEW

Given case situations of administrators organizing and working with local vocational education advisory councils, critique the performances of those administrators.

You will be reading the "Case Situations," pp. 67-68, and critiquing the performances of the administrators described.

You will be evaluating your competency in critiquing the administrators' performances by comparing your completed critiques with the "Model Critiques," pp. 69-71.

The following "Case Situations" describe how four vocational administrators approached their responsibilities in working with a local vocational advisory council. Read each of the situations described and then explain (1) the strengths of the administrator's approach, (2) the weaknesses of the administrator's approach, and (3) how the administrator should have treated his/her responsibilities.

CASE SITUATIONS

1. Mr. Mongovan, the new director of vocational education at Valley High School, decided that the school needed the services of a local vocational advisory council. Valley High School was sorely in need of community input in order to make its vocational education program more relevant to the community's needs. Having made this decision, Mr. Mongovan looked through the files of the director he had replaced, and found an old advisory council charter and statement of purposes dated two years before. With the aid of these two documents and his knowledge of advisory councils, he prepared a charter and statement of purposes. He then wrote a letter asking the board for approval of the documents and authorization for the council; all three were then forwarded to the chairperson of the board of education. Mr. Mongovan hoped the board members would be able to review them at the next meeting and give him a decision.

2. Mr. Schantz had spent most of the evening advising the ad hoc committee appointed to develop an annual program of work for the vocational advisory council. The meeting had been very successful and he was pleased with the topics the committee had chosen. These topics included conducting a manpower needs survey, helping to plan the student placement program, evaluating the performance of the distributive education teachers, evaluating the school's one and five year plans, and evaluating the need for an adult education program.

3. Today is the third meeting of the local vocational advisory council. Ms. Morris is looking forward to this meeting because it will be the first meeting to be lead by the newly appointed chairperson. Ms. Morris mentally checks off all the things that she and the chairperson did to prepare for this meeting. Their planning included reminding members of the meeting through a letter sent out two weeks ago and a phone call yesterday, reserving the meeting room and checking on the room arrangements, meeting with the ad hoc committee to develop a program of work, ordering refreshments from the school cafeteria, and discussing the agenda for the

meeting to be held tonight. Unfortunately, the topic that was selected by the council members for review tonight is school-community public relations. Mr. Jones, the school public relations officer, is unable to make the meeting. Ms. Morris hopes the council will be informed on this subject and will be able to discuss the topic without input from him.

4. Ms. Hamm was very disillusioned with the local vocational advisory council she had organized. The members seemed very apathetic about their roles and only about half of the members had attended the council meeting tonight. She had tried to identify the problem, but still had no idea what it might be. As she was reaching for a cookie during the refreshment period after the meeting, she overheard the following conversation between two council members.

> "Mike, do you know what happened to our recommendations for establishing a new program in the health occupations? Ms. Hamm was supposed to give them to the board about three months ago."
>
> "Yeah, Al, a friend of mine who serves on the board told me they were approved last month. The only problem was that they weren't the recommendations we gave to Ms. Hamm. Ms. Hamm made some revisions after we made our recommendations."

Compare your completed written critiques of the "Case Situations" with the "Model Critiques" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL CRITIQUES

1. Mr. Mongovan was basically headed in the right direction when he decided to form a local vocational advisory council. He made this decision because he had seen a real need for the services of the council. Since he had determined that community input was needed to update the vocational program, we can probably conclude that he had gathered evidence to support this decision. He did not make a snap judgment.

   Mr. Mongovan was correct when he wrote a charter, statement of purposes, and a cover letter. These documents should have been prepared and forwarded to the board so that the members could make a decision based upon the information contained in them. He also showed good judgment in mailing the documents well before the next board meeting. By mailing the papers early, he allowed the chairperson of the board ample time to include authorization of the vocational advisory council on the board's agenda.

   Mr. Mongovan did many things right, but he did make a serious error. He completely bypassed the school administration. Immediately after he had decided the school needed an advisory council, he should have spoken to the superintendent and the school principal about his plans. Mr. Mongovan needed top administrative approval and support before he attempted to form an advisory council. He also needed the superintendent's signature on the statement of purposes. This signature represents top administrative approval of the council and is needed before the board will approve the formation of an advisory council.

   If Mr. Mongovan had spoken to other administrators in the school he might have found out that the school already had an advisory council. He should have considered this possibility, especially after he found the old charter and statement of purposes in the previous director's files. He never should have attempted to form a new local vocational advisory council without first determining if another council existed.

2. Mr. Schantz was accepting his responsibility as school representative to the advisory council by attending the ad hoc committee meeting. However, he certainly did not do a very

good job of advising the ad hoc committee. An advisory council should never be involved in the evaluation of teachers. It is completely out of the realm of authority given to an advisory council and is solely the responsibility of the school administration. Mr. Schantz needs to "get on the ball" and prevent the advisory council from getting into areas where it has no authority or responsibility.

3. Ms. Morris appears to be interested in, and supportive of, the advisory council. She organized the council very well because officers have already been elected and council members are assuming responsibility for the operation of the council. She helped the council identify the first work topic and an ad hoc committee was formed to develop an annual program of work. There is a good possibility that this council will be of great service to the school.

   Ms. Morris seems to be quickly slipping into her role as facilitator to the advisory council. She helped the chairperson plan the agenda and together they took the necessary steps to ensure the success of the next meeting. She provided guidance to the ad hoc committee and attempted to have the school public relations officer present at the meeting to help with the first work topic.

   Ms. Morris did many things right, however, she did make some mistakes that should not have been made. The planning for the next advisory council meeting did not include mailing an agenda to council members two weeks before the meeting. These people should have received an agenda so they could adequately prepare for the meeting. The chief school administrator and the school board should have received a copy also.

   When Ms. Morris found out that the public relations officer could not attend the council meeting, she should have taken some action. It is very possible that council members would need this background information before they could begin to study the proposed topic. Ms. Morris should have postponed the meeting, or she should have obtained the background information that was needed for the council's study.

   It should be mentioned that the failure of the public relations officer to attend the meeting might have been the result of poor planning on the part of Ms. Morris. It could very well be that he could not attend because she did not give him enough notice. She should have contacted him immediately after deciding that he could help council members by addressing the group at the meeting.

4. It looks like the only thing that Ms. Hamm did right in this situation was to provide for a refreshment period. She demonstrated an amazing lack of consideration for the

advisory council members and, therefore, it is not surprising that they seemed to be apathetic. Her responsibility to the advisory council included keeping the council continually updated as to the status of its recommendations. Ms. Hamm apparently did not provide any feedback to the council. She also made a serious error when she failed to accurately report the recommendations made by the council. As the school representative and an ex officio council member, she had no authority to alter any suggestions made by the council. If Ms. Hamm felt that the council had made an error in its recommendations, she should have asked the members to reconsider their suggestions. If they refused, the recommendations should have been submitted as the council originally decided.

LEVEL OF PERFORMANCE: Your completed written critiques of the "Case Situations" should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheets or check with your resource person if necessary.

Learning Experience IV

FINAL EXPERIENCE

While working in an actual administrative situation, organize and work with a local vocational education advisory council.

As you fulfill your administrative duties, organize (or reogranize), and work with a vocational advisory council. This will include:

- determining whether an advisory council already exists in your school, and if one does exist, determining its status (e.g., is it operational)
- developing a written plan outlining the organizational steps you plan to take to establish a council (or reorganize an existing one)
- submitting this plan to your resource person for his/her review before you take any further steps
- obtaining permission from appropriate school officials to organize a vocational advisory council (if a committee already exists, determine and assess the procedures followed in organizing the council and, if necessary, reorganize the council to correct any deficiencies)
- implementing your plans to organize (or reorganize) an advisory council

continued

FINAL EXPERIENCE continued

- planning and conducting the initial meetings of the advisory council and acting as school representative once the council is operational
- ensuring continuing communication between the council and the school board

NOTE: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

In your school situation it may not be appropriate for you to assume major responsibility for organizing and working with a vocational advisory council. If this is the case, obtain permission to assist others in fulfilling these tasks.

Arrange in advance to have your resource person review your completed documentation and observe at least one instance in which you are working with members of an advisory council.

Your total competency will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 75-78. Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in organizing and working with a local vocational education advisory council.

Name _____

Date _____

Resource Person _____

Rate the administrator's level of performance on each of the following performance components involved in organizing and working with a local vocational advisory council. Indicate the level of the administrator's accomplishment by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column.

ADMINISTRATOR PERFORMANCE ASSESSMENT FORM

Organize and Work with a Local

Vocational Education Advisory Council

In organizing a vocational advisory council:	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. the support and approval of the chief school administrator and any other top school administrators were obtained.....						
2. the procedures to be followed when submitting a request to the board were determined.....						
3. the school file was checked and other administrators were consulted to discover the history and status of advisory councils in the school.....						
4. steps were taken to reactivate or dissolve a previously formed advisory council.....						

	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
5. a written statement of purposes was prepared which met the following criteria:						
a. the statement was clear and concise.....						
b. the statement could be used by the board as a formal authorization paper.....						
c. the statement ensured that the council would not trespass on the board's domain.....						
d. the statement defined the function and purpose of the council.....						
e. the statement was signed by the administrator, the chief administrator, and the board chairperson..						
6. a charter was prepared which meets the following criteria:						
a. the charter was clearly written....						
b. the charter defined how the members would be selected, criteria for selection to the council, size of the council, and procedure for appointing and replacing members...						
c. the charter presented guidelines for council operation.....						
d. the charter defined the responsibilities of the council in making reports to the board.....						
7. written request to organize the council, a charter, and a statement of purposes was submitted through proper channels to the board.....						
8. board permission to organize the council was obtained.....						

	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
9. a letter of appointment to each council member, with board approval and the chairperson's or the superintendent's signature was prepared and mailed.....						
10. a news release to announce the formation of a local vocational advisory council was prepared.....						
<u>In planning and conducting the initial meetings of the advisory council</u>:						
11. appropriate agendas for the initial meetings were planned.....						
12. invitations, agendas, and necessary information were mailed two weeks before the meetings to members, ex officio members, and guests.....						
13. the administrator served as temporary chairperson for the initial meetings....						
14. the council was guided in developing and adopting a set of bylaws.....						
15. the council was guided in electing officers specified in the bylaws.....						
16. the council was given background information on vocational education and the school.....						
17. the council was assisted in developing the annual program or work.....						
18. leadership was gradually transferred to the council members.....						
<u>After the advisory council was operational, the administrator</u>:						
19. met with the chairperson before each meeting to help plan the agenda.....						
20. acted as school representative on the council.....						

	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
21. involved council members in school activities.....						
22. kept council members informed regarding the status of their suggestions.....						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the administrator and the resource person should meet to determine what additional activities the administrator needs to complete in order to reach competency in the weak area(s).